AGRICULTURE BUSINESS SYSTEMS STANDARDS

This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
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NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career, Technical and Adult Education at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Agriculture Business Systems.

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Agriculture Business Systems standards were validated through active participation of business and industry representatives on the development team and a review panel.

PROJECT COORDINATOR

Sue Poland, Education Programs Professional
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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Agriculture Business Systems program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Agriculture Business Systems program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Agriculture Business Systems	AGBBUS

Example: AGBUS 2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Agriculture Business Systems	2	3	4

CONTENT STANDARD 1.0 : EXPLORE AGRICULTURE ECONOMIC PRINCIPLES	
PERFORMANCE STANDARD 1.1 : DESCRIBE BASIC ECONOMIC FACTORS THAT AFFECT AGRICULTURE BUSINESS MANAGEMENT DECISIONS	
1.1.1	Analyze how supply and demand affects price
1.1.2	Investigate elasticity as it relates to supply and demand
1.1.3	Compare factors that shift the supply and demand curve
1.1.4	Distinguish main characteristics of pure competition
1.1.5	Apply the concepts of utility to agricultural commodities
1.1.6	Compare and contrast the economies of scale
1.1.7	Analyze factors that influence price cycles
PERFORMANCE STANDARD 1.2 : DESCRIBE BASIC ECONOMIC PRINCIPLES AS THEY RELATE TO AGRICULTURE BUSINESSES AND AGRICULTURE	
1.2.1	Compare and contrast economic systems, including capitalism and socialism
1.2.2	Compare and contrast complementary, competitive and substitute products
1.2.3	Predict price changes using the principle of substitution
1.2.4	Differentiate between diversification and specialization
1.2.5	Analyze opportunity costs for an enterprise
PERFORMANCE STANDARD 1.3 : USE ECONOMIC DECISION MAKING TOOLS TO INCREASE PROFITABILITY OF AN AGRICULTURE ENTERPRISE	
1.3.1	Distinguish between fixed and variable cost
1.3.2	Summarize break-even costs
1.3.3	Distinguish between marginal cost and marginal revenue
1.3.4	Describe the four factors of production (land, labor, capital, and management)
1.3.5	Summarize the three stages of production
1.3.6	Describe the law of diminishing returns and how it relates to costs, production, and return on investments
1.3.7	Analyze the effects of hedging and speculating of the futures market

CONTENT STANDARD 2.0 : EXPLORE BUSINESS PLANNING AND HUMAN RESOURCES	
PERFORMANCE STANDARD 2.1 : EXPLORE ENTREPRENEURSHIP OPPORTUNITIES	
2.1.1	Evaluate the characteristics of a successful entrepreneur
2.1.2	Identify the costs and benefits of entrepreneurship
2.1.3	Research venture start-up requirements and risks
2.1.4	Assess global trends and opportunities for business ventures
2.1.5	Generate venture ideas
PERFORMANCE STANDARD 2.2 : MANAGING HUMAN RESOURCES	
2.2.1	Critique employment resumés
2.2.2	Compare job motivation strategies including skill variety, task identity, task significance, autonomy, and feedback
2.2.3	Describe the characteristics of a good manager
2.2.4	Explain management's role in agriculture safety
2.2.5	Explore laws affecting human resource management
PERFORMANCE STANDARD 2.3 : DESIGN A BUSINESS PLAN	
2.3.1	Compile resources useful to entrepreneurs during concept development
2.3.2	Develop a plan including time investment, financial investment and capital investment needs
2.3.3	Evaluate the learning and financial outcomes of the plan
2.3.4	Estimate the return on investment (ROI)

CONTENT STANDARD 3.0 : EXPLORE FINANCIAL CONCEPTS IN AGRICULTURE BUSINESS	
PERFORMANCE STANDARD 3.1 : USE ACCOUNTING FUNDAMENTALS FOR FISCAL MANAGEMENT	
3.1.1	Compare and contrast cash and accrual basis accounting systems
3.1.2	Determine current versus non-current/capital liabilities and assets
3.1.3	Determine the proper depreciation for inventory items
3.1.4	Determine fixed and variable costs for an enterprise
3.1.5	Identify and apply financial ratios, including solvency, liquidity, and profitability
PERFORMANCE STANDARD 3.2 : ANALYZING FINANCIAL STATEMENTS	
3.2.1	Differentiate between balance sheets, income statements, and cash flow statements
3.2.2	Create a balance sheet for an agriculture enterprise
3.2.3	Create an income statement for an agriculture enterprise
3.2.4	Create a cash flow statement for an agriculture enterprise
3.2.5	Generate a cost-benefit analysis for an agriculture enterprise
PERFORMANCE STANDARD 3.3 : CREATE AND ANALYZE AGRICULTURAL BUDGETS	
3.3.1	Explain the basic principles of budgeting
3.3.2	Contrast the uses of enterprise, partial, and whole farm budgets
3.3.3	Evaluate business performance in relation to budget projection
3.3.4	Create and analyze a partial budget
PERFORMANCE STANDARD 3.4 : INVESTIGATE TAX MANAGEMENT STRATEGIES	
3.4.1	Describe the purpose and importance of tax planning
3.4.2	Discuss how different business ownership types are taxed
3.4.3	Distinguish between deductible and non-deductible expenses
3.4.4	Compare different depreciation methods on tax liability
3.4.5	Determine appropriate sales tax on an agriculture enterprise

CONTENT STANDARD 4.0 : UNDERSTAND RISK MANAGEMENT IN AGRICULTURE BUSINESS	
PERFORMANCE STANDARD 4.1 : DISCUSS METHODS OF FINANCIAL RISK MANAGEMENT	
4.1.1	Define risk management in agricultural enterprises
4.1.2	Explain the time value of money
4.1.3	Differentiate between operating and long-term loans
4.1.4	Discuss factors that affect the cost of credit
4.1.5	Calculate interest expense for amortized and equal principle loans
4.1.6	Investigate the use of collateral in securing credit
4.1.7	Compare and contrast available insurances that help reduce risk (life, property, crop, health, and liability)
4.1.8	Discuss available government programs to reduce financial risk
4.1.9	Determine how insurance can reduce financial risk
4.1.10	Compare and contrast leasing and purchasing real property
4.1.11	Compare and contrast leasing and purchasing equipment
4.1.12	Explore the financial equity of water rights
PERFORMANCE STANDARD 4.2 : DISCUSS THE ROLE OF MARKETING IN RISK MANAGEMENT	
4.2.1	Discuss how cash markets can influence risk management decisions
4.2.2	Research the role of futures in marketing decisions
4.2.3	Compare and contrast the difference between futures and options
4.2.4	Discuss how forward contracting can reduce risk
4.2.5	Examine the influence of domestic and international trade in regards to financial risk
PERFORMANCE STANDARD 4.3 : INVESTIGATE LEGAL RISK MANAGEMENT	
4.3.1	Compare and contrast the different types of ownership structures, including sole proprietorship, partnership, limited liability company, and corporation
4.3.2	Analyze the characteristics of cooperatives
4.3.3	Create a partnership agreement for an agricultural enterprise
4.3.4	Explain how estate planning can reduce financial risk
4.3.5	Investigate how local, state, and federal regulations affect agriculture business operations and planning

CONTENT STANDARD 5.0 : PREPARING AGRICULTURE MARKETING PLANS	
PERFORMANCE STANDARD 5.1 : INVESTIGATE THE MARKETING PROCESS	
5.1.1	Analyze Maslow's Hierarchy of Needs
5.1.2	Investigate value-added concepts of marketing
5.1.3	Discuss current industry trends in agriculture marketing
5.1.4	Differentiate between marketing and sales
PERFORMANCE STANDARD 5.2 : PERFORM A MARKET ANALYSIS	
5.2.1	Establish a buyer profile and behavior analysis
5.2.2	Research the competition's strength, weakness, opportunities and threats (SWOT) analysis
5.2.3	Determine a product/client's status in current market
5.2.4	Conduct a product/client SWOT analysis
5.2.5	Differentiate between primary and secondary research methods
5.2.6	Conduct a primary research project for a product/client (survey, focus group, interview)
PERFORMANCE STANDARD 5.3 : DEVELOP A BUSINESS PROPOSITION	
5.3.1	Develop a mission statement for an agricultural enterprise or product
5.3.2	Determine planning assumptions based on market analysis
5.3.3	Differentiate between short and long term goals
5.3.4	Create SMART (specific, measurable, attainable, realistic, timely) goals for an agricultural enterprise or product
5.3.5	Research potential target markets for an agricultural enterprise or product
PERFORMANCE STANDARD 5.4 : INVESTIGATE MARKETING STRATEGIES AND ACTION PLANS	
5.4.1	Define positioning in regards to marketing a product to a potential client
5.4.2	Describe the importance of the four "P"s (product, price, place, promotion) in marketing
5.4.3	Create a positioning statement for an agriculture product/client
5.4.4	Differentiate between seasonal pricing, direct pricing, introductory pricing, and bulk pricing
5.4.5	Compare and contrast different distribution channels
5.4.6	List effective promotional tools for a product/client
5.4.7	Calculate the financial return of a marketing plan
PERFORMANCE STANDARD 5.5: CREATE MARKETING PLAN EVALUATIONS	
5.5.1	Determine the importance of evaluating a marketing plan
5.5.2	Establish benchmarks to track progress
5.5.3	Research strategies to measure benchmarks of established goals
5.5.4	Create a contingency plan if goals are not being met

CONTENT STANDARD 6.0 : INVESTIGATE AGRICULTURE SALES STRATEGIES	
PERFORMANCE STANDARD 6.1 : UNDERSTAND THE TRAITS OF QUALITY SALESPEOPLE	
6.1.1	Describe customer oriented selling
6.1.2	Identify personality traits of a good salesperson
6.1.3	Differentiate between employer and customer expectations of salespeople
PERFORMANCE STANDARD 6.2 : INVESTIGATE THE BUYING AND SELLING PROCESS	
6.2.1	Differentiate between customer wants and customer needs
6.2.2	Analyze the importance of the stages in the customer's buying process
6.2.3	Classify the types of customers according to their buying habits
PERFORMANCE STANDARD 6.3 : INVESTIGATE THE STEPS IN THE PRE-APPROACH PROCESS	
6.3.1	Describe what motivates a customer to buy
6.3.2	Discuss the value of accurate product information
6.3.3	Identify sources of product information
6.3.4	Present product information to a potential buyer
PERFORMANCE STANDARD 6.4 : PERFORM A SALES PRESENTATION	
6.4.1	Demonstrate an appropriate customer approach
6.4.2	Effectively establish customer rapport
6.4.3	Demonstrate effective questioning and answering techniques, including active listening
6.4.4	Identify customer wants and needs
6.4.5	Apply product features/benefits to customer wants and needs
6.4.6	Attempt a trial close
6.4.7	Identify and formulate solutions to customer objections
6.4.8	Demonstrate effective closing strategies, including suggestion selling
6.4.9	Demonstrate appropriate reassurances following a sale
PERFORMANCE STANDARD 6.5 : EXPLORE CUSTOMER RELATIONS IN AGRICULTURAL SALES	
6.5.1	Discuss the importance of customer relations
6.5.2	Demonstrate good customer relations
6.5.3	Compare follow up strategies that ensure customer satisfaction after a sale
6.5.4	Demonstrate appropriate methods for handling customer complaints

CONTENT STANDARD 7.0 : EXPLORE CAREER OPPORTUNITIES IN THE AGRICULTURE BUSINESS FIELD	
PERFORMANCE STANDARD 7.1 : UNDERSTAND EMPLOYMENT FIELDS IN AGRICULTURE BUSINESS	
7.1.1	List and describe the types of employment opportunities in agriculture business systems
7.1.2	List and describe the types of employment opportunities in agriculture marketing and sales
7.1.3	Explore education and training for agriculture careers in sales, marketing, and business management

CONTENT STANDARD 8.0 :	**PARTICIPATE IN LEADERSHIP TRAINING THROUGH MEMBERSHIP IN FFA**
PERFORMANCE STANDARD 8.1 :	**RECOGNIZE THE TRAITS OF EFFECTIVE LEADERS AND PARTICIPATE IN LEADERSHIP TRAINING THROUGH INVOLVEMENT IN FFA**
8.1.1	Expand leadership experience by serving as a chapter officer or on a committee
8.1.2	Participate in a career development event at the local level or above
8.1.3	Exhibit leadership skills by demonstrating proper parliamentary procedure
PERFORMANCE STANDARD 8.2 :	**UNDERSTAND THE IMPORTANCE OF SCHOOL AND COMMUNITY AWARENESS**
8.2.1	Participate in a school improvement or community development project

CONTENT STANDARD 9.0 :	DESCRIBE THE RELATIONSHIP BETWEEN A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE
PERFORMANCE STANDARD 9.1 :	**MAINTAIN A SUPERVISED AGRICULTURAL EXPERIENCE**
9.1.1	Accurately maintain SAE record books
9.1.2	Investigate the proficiency award areas related to SAE program area
9.1.3	Research organizations that support your SAE
9.1.4	Actively pursue necessary steps to receive higher degrees in FFA

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CROSSWALKS AND ALIGNMENTS OF AGRICULTURE BUSINESS SYSTEMS STANDARDS AND THE COMMON CORE STATE STANDARDS, THE NEVADA SCIENCE STANDARDS, AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Agriculture Business Systems Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Agriculture Business Systems program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Agriculture Business Systems Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Agriculture Business Systems program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Agriculture Business Systems Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Agriculture Business Systems program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Agriculture Business Systems Standards are crosswalked to the Agriculture, Food, and Natural Resources Career Cluster™ and the Agribusiness Systems Career Pathway.

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CROSSWALK OF AGRICULTURE BUSINESS SYSTEMS STANDARDS AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: EXPLORE AGRICULTURE ECONOMIC PRINCIPLES

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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1.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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1.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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CONTENT STANDARD 2.0: EXPLORE BUSINESS PLANNING AND HUMAN RESOURCES

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
2.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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2.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information
2.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 3.0: EXPLORE FINANCIAL CONCEPTS IN AGRICULTURE BUSINESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
3.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
3.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

3.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
3.4.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3.4.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 4.0: UNDERSTAND RISK MANAGEMENT IN AGRICULTURE BUSINESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information
4.1.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.8	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
4.1.9	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.10	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.11	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.12	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
4.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

4.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
4.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 5.0: PREPARING AGRICULTURE MARKETING PLANS

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information
5.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
5.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
5.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem..
5.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
5.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
5.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem..

5.2.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
5.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
5.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
5.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5.4.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
5.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

5.4.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.5.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.5.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.5.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.5.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD 6.0: INVESTIGATE AGRICULTURE SALES STRATEGIES

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
6.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
6.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
6.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.3.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

6.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.4.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
6.4.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
6.4.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
6.4.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.4.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.4.8	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6.4.9	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
6.5.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

6.5.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
6.5.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.4.9	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CONTENT STANDARD 7.0: EXPLORE CAREER OPPORTUNITIES IN THE AGRICULTURE BUSINESS FIELD

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD 8.0: PARTICIPATE IN LEADERSHIP TRAINING THROUGH MEMBERSHIP IN FFA

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
8.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
8.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD 9.0: DESCRIBE THE RELATIONSHIP BETWEEN A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.1	**English Language Arts: Language Standards** L.11-12.2b Spell correctly.
9.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ALIGNMENT OF AGRICULTURE BUSINESS SYSTEMS STANDARDS AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Agriculture Business Systems Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	1.3.2; 2.2.4; 3.1.5, 3.2.2-3.2.4, 3.3.4, 4.1.5, 5.4.7
3. Construct viable arguments and critique the reasoning of others.	3.3.4, 4.1.5, 5.1.2
4. Model with mathematics.	1.3.2; 2.2.4; 3.1.5; 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.4; 3.4.5; 4.1.5 5.1.2; 5.4.7
5. Use appropriate tools strategically.	3.1.3; 3.2.2. 3.2.3, 3.2.4
6. Attend to precision.	1.3.2; 2.2.4; 3.1.3, 3.1.5, 3.2.5, 3.4.5; 4.1.5; 5.1.2, 5.47
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

CROSSWALKS OF AGRICULTURE BUSINESS SYSTEMS STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Agriculture, Food & Natural Resources Career Cluster™ (AG)	Performance Indicators
1. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.	4.1.11; 4.2.1-4.2.5
2. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.	1.1.1-1.1.7; 1.2.1-1.2.5
3. Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.	2.2.4
4. Demonstrate stewardship of natural resources in AFNR activities.	
5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.	2.2.1; 7.1.1-7.1.3
6. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.	4.1.7; 4.1.8

Agribusiness Systems Career Pathway (AG-BIZ)	Performance Indicators
1. Apply management planning principles in AFNR businesses.	1.2.1-1.2.5; 1.3.1-1.3.7 3.4.1-3.4.5; 4.1.1-4.1.7
2. Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.	2.2.5; 3.2.1-3.2.5 4.3.1-4.3.5
3. Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.	3.1.1-3.1.5; 3.3.1-3.3.4
4. Develop a business plan for an AFNR business.	2.3.1-2.3.4
5. Use sales and marketing principles to accomplish AFNR business objectives.	5.1.1-5.1.4; 5.2.1-5.2.6 5.3.1-5.3.5; 5.4.1-5.4.7 5.5.1-5.5.4; 6.1.1-6.1.3 6.2.1-6.2.3; 6.3.1-6.3.4 6.4.1-6.4.9; 6.5.1-6.5.4